

## **GULF COAST VETERANS HEALTH CARE SYSTEM (Gulf Coast VHCS)**

### **PSYCHOLOGY INTERN COMPETENCY EVALUATION – REVISED (7/2013)**

**Intern:**

**Supervisor:**

**Rotation Number:**

**Rotation Name:**

**Date:**

**Introduction and directions:** The Intern Competency Evaluation is designed to offer a comprehensive assessment of each intern's performance during the course of each rotation. Together, the rotation evaluations also provide an overview of the intern's development during the internship year. Training faculty at Gulf Coast VHCS anticipate that each intern will arrive at our facility with a unique skill set, as well as a distinctive set of professional goals and accompanying areas for growth. Upon their arrival at Gulf Coast VHCS, interns should begin the process of self-assessment, aided by their clinical supervisor(s) and training program leadership (i.e., ADOT/DOT). At the outset of each new rotation, interns should again discuss goals with their clinical supervisors and the training program leadership. These discussions will ensure that each intern's individual goals are clear and will facilitate evaluation of progress toward developmental objectives.

Training faculty at Gulf Coast VHCS take a graded approach to evaluating interns. That is, we anticipate that each intern's performance over the course of the training year will increasingly approximate the performance of an early career psychologist. As such, our expectations increase over the course of the year, and evaluative ratings and remarks will likely reflect this trend. Supervisors will assign ratings to each item as objectively as possible, with the understanding that a rating of 3 ("Meets expectations") is indicative of success. Any ratings less than "3" warrant explanation by the supervisor in the "Comments" section. Meeting expectations is the goal. It is important to note that if a skill set remains stable with no improvement, ratings may decrease over the course of the year. For example, if an intern begins the year with outstanding consultation skills, he/she may score a "5" on the first rotation, and if no significant growth is observed in this area, the same competency would likely be rated as a "3" on the fourth rotation.

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#### **During the current rotation:**

(To be completed by intern)

Total number of individual therapy hours:

Total number of group therapy hours:

Total number of assessments based on formal testing:

Total number of interview-based assessments:

Day(s) of the week scheduled for individual supervision:

Hours per week of individual supervision:

Day(s) of the week scheduled for group supervision:

Hours per week of group supervision:

**Supervisors: Use the following definitions in rating the intern's competency in each area. For ratings less than "3," add qualitative feedback in the comments section.**

- 1 Unsatisfactory:** Functions considerably below expectations; requires close supervision and a remedial plan
- 2 Development Required:** Close supervision and/or further training are required to meet expectations
- 3 Meets Expectations:** Functions as anticipated at this level of training; some supervision needed
- 4 Exceeds Expectations:** Functions above average for this level of training; little supervision needed
- 5 Exceptional:** Demonstrates superior functioning for this level of training; performance is commensurate with that of an early career psychologist

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### Section I: Professionalism

<b>Integrity, honesty, and personal responsibility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
a. Demonstrates knowledge of, and adherence to, professional values						
b. Identifies situations that challenge professional values, and seeks supervisor guidance as needed						
c. Demonstrates ability to share, discuss, and address failures and lapses in adherence to professional values with supervisor(s) as appropriate						
<b>Professional image and behavior</b>						
a. Demonstrates awareness of the impact behavior has on client, public, and profession						
b. Utilizes appropriate language and demeanor in professional interactions						
c. Communicates clearly using verbal, nonverbal, and written skills						
d. Demonstrates appropriate physical conduct, including attire, consistent with context						
e. Communicates clearly and effectively with clients, colleagues, and supervisors (i.e., appropriately adjusts language to context)						
<b>Accountability</b>						
a. Completes required case documentation promptly and accurately						
b. Accepts responsibility for meeting deadlines						
c. During working hours, is on station in assigned duty area and readily available when contacted						
d. Follows intern handbook operating procedures for requesting and taking leave, including informing clinical supervisor, ADOT/DOT, and Service secretary of unexpected absences						
e. Acknowledges errors and works to correct them						
f. Utilizes supervision to strengthen effectiveness of practice						
g. Holds self accountable for and submits to external review of quality service provision (i.e., peer review)						
<b>Concern for the welfare of others</b>						
a. Demonstrates compassion in interactions with clients as well as in discussing their concerns with supervisors/peers/other clinicians						
b. Determines when response to client needs takes precedence over personal needs						

<b>Concern for the welfare of others – continued</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
c. Demonstrates respect for beliefs and values of clients and colleagues even when inconsistent with personal beliefs and values						
<b>Self-Assessment</b>						
a. Writes a personal statement of professional goals at outset of the rotation, and reviews progress at mid-rotation						
b. Systematically and effectively reviews own professional performance via audio/video tape						
c. Identifies areas requiring further professional growth						
d. Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning						
<b>Self-Care</b>						
a. Works with supervisor to monitor issues related to self-care						
b. Takes action recommended by supervisor for self-care to ensure effective training						
c. Anticipates and self-identifies disruptions in functioning and initiates corrective action at an early stage						
d. Models self-care						
<b>Reflective Practice</b>						
a. Respectfully articulates attitudes, values, and beliefs toward diverse others						
b. Recognizes impact of self on others						
c. Appropriately utilizes supervision to enhance reflectivity						
<b>Professional Relationships</b>						
a. Forms effective working alliance with clients						
b. Engages with supervisor(s) to work effectively						
c. Works cooperatively with peers						
d. Participates in professional activities beyond specific rotation duties (e.g., EAP, community outreach, etc.)						
e. Makes appropriate disclosures regarding problematic interpersonal situations						
f. Demonstrates active problem-solving						
g. Acknowledges own role in difficult interactions						
h. Provides feedback to supervisor regarding the supervisory process						
i. Provides feedback to peers regarding peers' clinical work in context of group supervision/peer consultation/case conference						
j. Accepts and implements supervisory feedback non-defensively						
k. Accepts peer feedback non-defensively						

**Comments:** \_\_\_\_\_

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## Section II: Scholarly Knowledge and Methods

<b>Scholarly Mindedness</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
a. Articulates support for issues derived from the literature						
b. Formulates appropriate questions regarding case conceptualization						
c. Performs scientific critique of literature						
d. Readily presents own work for scrutiny by others						
<b>Scholarly Foundation of Psychology</b>						
a. Displays intermediate to advanced level of knowledge of and respect for scientific bases of behavior						
b. Applies EBP concepts in case conceptualization, treatment planning, and interventions						
c. Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization						
d. Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning						
<b>Research</b>						
a. Demonstrates understanding of research methods and techniques of data analysis						
b. Demonstrates research and scholarly activity, including being a critical consumer of research						
c. Discusses evidence based practices						
d. Participates in program evaluation						

**Comments:** \_\_\_\_\_

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## Section III: Clinical Practice

<b>Individual and Cultural Diversity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
a. Understands and monitors own cultural identities in relation to work with others						
b. Understands multiple cultural identities in work with others						
c. Uses knowledge of others' cultural identities in work as a professional						
d. Critically evaluates feedback and initiates supervision regularly about diversity issues						
e. Demonstrates sensitivity to others' cultural beliefs, norms, and practices						
f. Promotes an attitude of acceptance and respect for cultural and individual differences in both clinical and collegial relationships						
g. Actively seeks opportunities for increased awareness of diversity issues						
h. Demonstrates continuous growth with respect to diversity issues						
<b>Ethical Legal Standards and Policy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

a. Demonstrates intermediate to advanced level of knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, and guidelines						
b. Effectively identifies and discusses ethical dilemmas						
c. Discusses ethical implications of professional work, and incorporates ethical implications into case conceptualization						
d. Recognizes and discusses limits of own ethical and legal knowledge and actively consults with supervisor to act upon ethical and legal aspects of practice						
e. Discusses intersection of personal and professional ethical and moral issues						
<b>Interdisciplinary Systems</b>						
a. Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions associated with various professions across the Gulf Coast VHCS						
b. Consults with and cooperates with other disciplines in the service of Veterans						
c. Communicates effectively with individuals from other professions						
<b>Assessment</b>						
a. Identifies appropriate assessment measures based on referral question						
b. Consults with supervisor regarding selection of assessment measures						
c. Demonstrates intermediate to advanced ability to accurately select, administer, score, and interpret assessment tools						
d. Collects accurate and relevant data from structured and semi-structured interviews and from mini-mental status exams						
e. Demonstrates ability to adapt environment and materials according to client needs						
f. Interview and report lead to formulation of a diagnosis and the development of an appropriate treatment plan						
g. Provides meaningful, useful feedback to Veteran/referral source						
h. Articulates relevant developmental features and clinical symptoms as applied to presenting question						
i. Demonstrates ability to use concepts of differential diagnosis						
j. Presents cases and reports demonstrating how diagnosis is based on case material						
k. Formulates case conceptualizations incorporating theory and case material						
l. Writes an effective, comprehensive report appropriate to an interprofessional audience						
m. Effectively communicates results verbally						
<b>Intervention</b>						
a. Selects interventions for different problems and populations related to the practice setting						
b. Articulates a theory of change and identifies interventions to implement change						
c. Presents rationale for intervention that includes empirical support						
<b>Intervention – continued</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

d. Develops rapport and establishes therapeutic relationships with most clients						
e. Demonstrates sound judgment about when to consult supervisor						
f. Effectively delivers intervention						
g. Assesses and documents treatment progress and outcomes						
h. Alters treatment plan as appropriate						
<b>Consultation</b>						
a. Articulates common and distinctive roles of consultant						
b. Identifies appropriate approaches and processes for providing written and/or verbal feedback and recommendation to consultee						
c. Identifies appropriate interventions based on consultation assessment findings						
d. Maintains awareness of available clinical resources to facilitate appropriate referrals in consultation						
<b>Workload Efficiency</b>						
a. Reliably manages expected clinic workload						
b. Seeks clinic management support when appropriate						
c. Checks for and responds to open Encounters on a daily basis						
d. Places and documents three follow-up phone calls within one week for client no-shows						
e. Places and documents three follow-up phone calls within 24 hours for high risk client no-shows/cancellations						
f. Follows up appropriately in response to patient cancellations						

**Comments:** \_\_\_\_\_

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**Overall ratings:**

Professionalism:

Scholarly Knowledge and Methods:

Clinical Practice:

**Administrative Action:**      \_\_\_\_ **Pass**      \_\_\_\_ **Probationary Pass**      \_\_\_\_ **Fail**

**Recommendations for further training:**

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Supervisor's Signature/Date

\_\_\_\_\_  
Intern's Signature/Date Reviewed

Adapted from Fouad, N.A., Grus, C.L., Hatcher, R. L., Kaslow, N.J., Hutchings, P.S., Madson, M., Collins, F.L., Jr. & Crossman, R. E. (2009). Competency benchmarks: A developmental model for understanding and measuring competence in professional psychology. Training and Education in Professional Psychology. Vol 3(4, Suppl), Nov 2009, S5-S26.